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ABSTRACT

This competency-based curriculum unit on developing a landscape plan is one of five developed for classroom use in teaching the landscape/nursery area of horticulture. The four sections are each divided into teaching content (in a question-and-answer format) and student skills that outline steps and factors for consideration. Topics covered include surveying landscape area, establishing family needs, designing landscape area, and drawing landscape plan. A list of references precedes a section containing visual aids, student skill checklist, and student activities, such as field trips, handouts, discussion activities, worksheets, crossword puzzles, hands-on experiences, tests, and quizzes. Answer keys are provided. (YLB)

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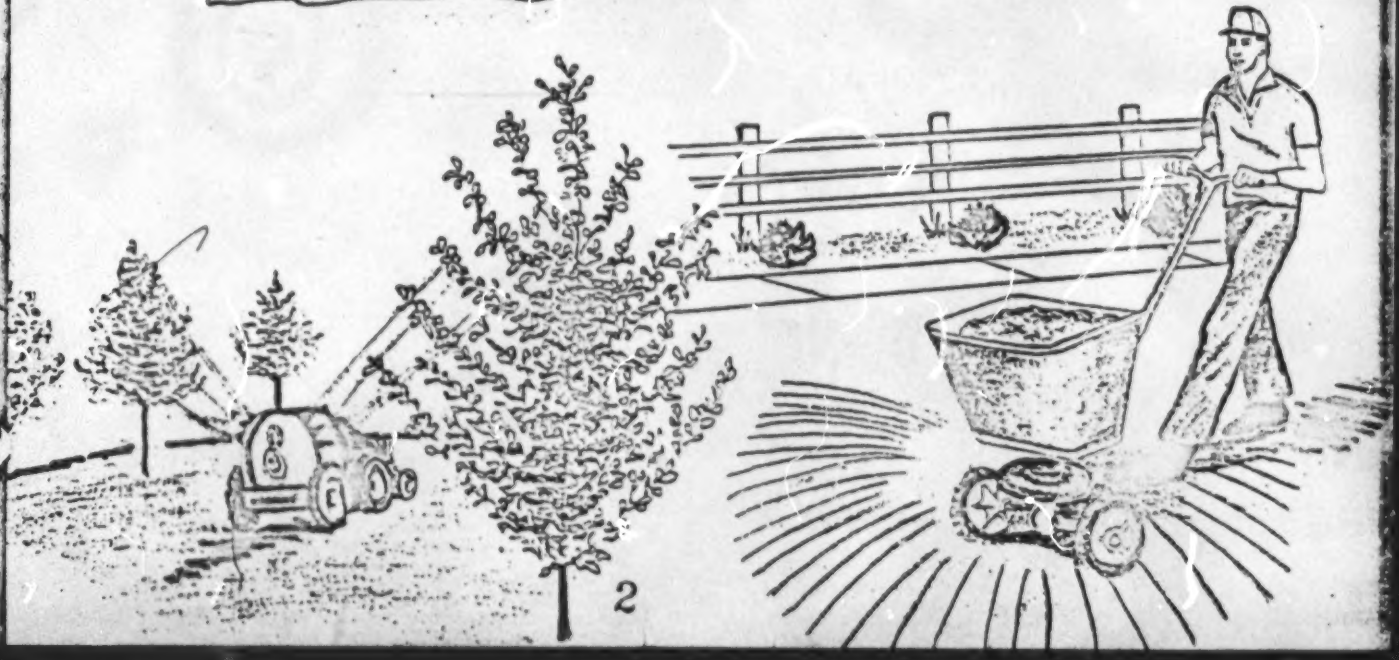
# Developing A Landscape Plan

## Competency Based Teaching Materials in Horticulture



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Listed below are competency based curriculum units developed for classroom use in teaching horticulture. All units are indexed and include teaching content, references, student activities, a skill check list, and visual aids.

| | |
|---|---|
| LANDSCAPE/NURSERY<br>Tree Identification<br>Developing a Landscape Plan<br>Implementing the Landscape Plan<br>Maintaining the Landscape<br>Nursery Propagation | GREENHOUSE PRODUCTION & MANAGEMENT<br>Controlling the Greenhouse Environment<br>Greenhouse Soils<br>Foliage Plants<br>Propagation<br>Sales<br>Cut Flower Production<br>Bedding Plants |
| TURF AND LAWN SERVICES<br>Identification of Turf Grasses<br>Soils and Fertilizers<br>Planting Turf Grasses<br>Insects and Diseases | VEGETABLE PRODUCTION<br>Identification of Cool Season Vegetables<br>Identification of Warm Season Vegetables<br>Vegetable Production<br>Insects, Diseases, and Weeds |
| FRUIT PRODUCTION<br>(In progress) | |

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# DEVELOPING A LANDSCAPE PLAN

## CONTENTS


SURVEY LANDSCAPE AREA . . . . . 1

Measure boundaries, use of plat surveys, consult utility companies, read blueprints

ESTABLISH FAMILY NEEDS . . . . . 3

Family use priorities, use of 'goose-egg' planning & sketching

DESIGN LANDSCAPE AREA . . . . . 4

Identify three major areas of design, purpose of the area, elements of design in public, living, and service areas. Plant selection, functions of specific plant materials.

DRAW LANDSCAPE PLAN . . . . . 7

Use of the thumbnail sketch, landscape symbols, cost determination of landscape design and materials

REFERENCES . . . . . 9

STUDENT ACTIVITIES . . . . . 10

# Developing A Landscape Plan

## SURVEY LANDSCAPE AREA

Teaching content: 8 questions; 5 student skills

*Question 1* What are the units used for measuring area?

- Feet and inches/meters and centimeters

*Student Skill 1*

| MEASURE BOUNDARIES |
|---|
| **Steps** |
| 1. Measure lot width<br>2. Measure lot<br>3. Locate house on lot<br>4. Locate driveways, walks and patios |

*Question 2* What is the primary responsibility of the U.S. Department of Agriculture Soil Conservation Service?

- To assist all land users in planning and applying conservation measures needed to prevent and control soil erosion.

*Question 3* What information is available from the Soil Conservation Service with regard to new site construction or landscaping purposes?

- Type of soil
- Depth of soil
- Slope of land
- Feasibility of land use for site construction

*Question 4* What information can be obtained from plat surveys?

- Size of structures
- Size of lot length
- Placement of structure on lot

*Student Skill 2*

| INTERPRET SURVEY PLATS |
|---|
| **Steps** |
| 1. Read information captions<br>2. Interpret dimensions<br>3. List restrictions |

*Question 5* Why should utility companies be contacted before beginning construction?

- They aid in locating existing utility lines on all property.
  --Power lines
  --Telephone lines
  --Water/sewer lines
  --Natural gas lines

*Student Skill 3*

| CALL UTILITY COMPANIES | |
|---|---|
| **Steps** | **Factors for Consideration** |
| 1. List all utilities<br>2. Call each utility | 2. Ask for location of each if not visible |

*Question 6* What terminology is needed in order to discuss zoning with a zoning board?

- Plat - map of plan of piece of land divided into building lots
- Survey - a detailed study or inspection of a tract of land; an official measure of land boundaries by measuring the lines and angles in accordance with the principles of geometry and trigonometry
- Zoning regulations - ordinances (laws) passed by cities and municipalities regarding land use within their city limits
- Easement - privilege of right of way granted to public utilities for installation and maintenance of utility service

*Student Skill 4*

| CALL ZONING BOARD | |
|---|---|
| **Steps** | **Factors for Consideration** |
| 1. Call zoning board | 1. Ask for landscaping restrictions |

*Question 7* What information can be obtained from the landscape drawing's captions?

- Scale
- Orientation
- Architect

*Question 8* What information can be obtained from the drawing?

- Lot size
- Structure size
- Placement of structures on lot

*Student Skill 5*

INTERPRET BLUEPRINTS

Steps

1. Read information captions
2. Establish directions

## ESTABLISH FAMILY NEEDS

Teaching content: 4 questions; 2 student skills

*Question 1* What uses do families make of their lots?

- Lawn
- Flower garden
- Vegetable garden
- Play area
- Entertaining area
- Specific sport area
- Etc.

*Student Skill 1*

PRIORITIZE FAMILY NEEDS

| Steps | Factors for Consideration |
|---|---|
| 1. Interview family | 1. Edit out minor needs |
| 2. Compile abbreviated list of needs | 2. Clarification of needs |
| 3. Prioritize needs | |
| 4. Resolve conflicts | |

*A/V - Factors Affecting Landscape Planning

*Question 2* What is "goose-egg" planning?

- This is a rough sketch which locates the approximate areas for various activities--patio, play area, garden, service area.

*Question 3* Why is it used?

- Helps determine amount of space required for specific activities. By drawing several sketches, the planning of 3 major areas is easily specified and arranged.

*Student Skill 2*

DRAW "GOOSE-EGG" SKETCH

| Steps | Factors for Consideration |
|---|---|
| 1. Reconstruct plat survey | |
| 2. Draw goose eggs | 2. Use scutoral plat surveys for alternative sketches |

*Question 4* What categories from other surveys are appropriate for your family?

- Depends on personal preferences

## DESIGN LANDSCAPE AREA

Teaching content: 11 questions; 2 student skills

*Question 1* What are the three major areas to be considered when designing a landscape plan?

- Public area
- Living area
- Service area

*Question 2* What is the purpose of each area?

- Public area - lies between the road and house. Should be exposed to the full view of the public. The most important consideration in the public area is the front door which is the focal spot of the design.

- Living area - usually includes all property to the rear of house except that portion set aside for the service area. Should be located so it may be enjoyed as fully as possible from inside as from outside.

- Service (utility) area - all the service functions which may be screened by a fence should be assigned to this area, (clothesline, garbage cans, shed, etc.).

*Question 3* What 4 elements make up public area?

- Walkways to the front door, driveway, and other parking areas
- Tree plantings
- Shrub plantings
- Lawn areas

*Question 4* What design elements are important to the outdoor living area?

- Enclosures - fences, walls, screen plantings
- Planting - shrubs, trees, ground covers
- Surfaced areas - walks, patio, paths, steps
- Garden ornaments - barbeque pits, rocks, garden furniture

*Question 5* What type elements are served by the service area?

- Clothesline
- Garden area
- Compost pile
- Lawn and garden storage

*Question 6* Which plants should be selected for each area?

| Alternatives | Factors for Consideration |
|---|---|
| 1. Types of trees<br>- Flowering<br>- Shade--hardwood<br>--softwood<br>- Fruit or nut<br>- Evergreen<br>2. Types of shrubs<br>- Flowering<br>- Evergreen--needle<br>--broadleaf<br>- Deciduous<br>3. Types of ground cover and border plants<br>- Flowering<br>- Evergreen--needle<br>--broadleaf<br>- Annual<br>- Perennial | - Planting zone (hardiness)<br>- Family preferences<br>- Seasonal variation<br>- Color<br>- Maintenance<br>- Longevity<br>- Size at maturity |

*Question 7* What are the 3 primary functions of large trees?

- Provide shade
- Frame the house
- Provide background for the house

*Question 8* What is a shrub?

- A multi-stemmed perennial that flowers during the growing season.

*Question 9* How can shrubs be used in a landscape plan?

- Specimen plant - plant which is used by itself and grown for its own beauty
- Accent plant - used in a planting with other shrubs for its unusual form, color, or size which calls attention to itself
- Foundation plants - shrubs planted at the base of a structure to hide the foundation.
- Group planting - cluster of shrubs in mass which calls attention to itself; used primarily on large land area.
- Facer plants - groups of smaller plants placed in front of large plants to cover leggy growth patterns.
- Hedges/borders/screens - use of plants to block view, direct foot traffic or separate yard areas.

*Question 10* Why are ground covers used in certain situations?

- Less maintenance
- Excellent for controlling soil erosion
- Can tolerate dense shade where grass won't grow
- Useful in areas that don't have foot traffic

*Student Skill 1*

SELECT TREES, HEDGES, SHRUBS, AND GROUND COVER

| Steps | Factors for Consideration |
|---|---|
| 1. Consult nursery categories | |
| 2. Choose trees | 2-4. Consult family needs survey |
| 3. Choose shrubs | |
| 4. Choose ground cover | |

*Question 11* Which area of the landscape should statuary and other non-living material be placed?

- In the living area

*Student Skill 2*

| SELECT STATUARY AND/OR OTHER NON-LIVING MATERIAL | |
|---|---|
| **Steps** | **Factors for Consideration** |
| 1. Choose bird feeders, fountains, etc. | 1. Found in living area--not public |

## DRAW LANDSCAPE PLAN

Teaching content: 7 questions; 4 student skills

*Question 1* What is a thumbnail sketch?

- A rough draft of the actual landscape plan which incorporates the family needs of the goose-egg plans with the actual plant materials and design for the final drawing.

*Question 2* Why it is used?

- It allows for changes in the plan design before the final landscape plan is drawn.

*Student Skill 1*

| MAKE THUMBNAIL SKETCH | |
|---|---|
| **Steps** | **Factors for Consideration** |
| 1. Reconstruct site survey and boundary locations | |
| 2. Design rough draft | 2. Include family needs |
| 3. Present to client | |
| 4. Make necessary changes | |
| 5. Receive approval to draw final landscape plan | |

*A/V Thumbnail Sketch

*Question 3* What are the symbols and templates that you will need in a landscape drawing?

- Flagstone walks, terraces
- Shade trees
- Deciduous bushes
- Evergreen bushes
- Evergreen tree
- Perennials
- Annuals
- Ground cover
- Fences, etc.

*Student Skill 2*

DRAW LANDSCAPE PLAN

| Steps | Factors for Consideration |
|---|---|
| 1. Draw landscape plan | 1. Drawing paper, plat survey, drafting tape, goose-egg sketches, 3H pencil, landscaping templates & symbols |

*Question 4* What is the unit cost of each of the materials used to landscape your home?

- Depends on current catalogue prices

*Question 5* What is the total cost of your landscape design (materials only)?

- Total of all units selected

*Student Skill 3*

SUBMIT A PRICE LIST

| Steps | Factors for Consideration |
|---|---|
| 1. Compare prices<br>2. Make a price list | 1. Consult several nurseries |

*Question 6* How many man hours of labor is necessary to complete your landscape design?

- Depends on size of lot and amount of material

*Question 7* What is the total labor cost?

- Current laborer's wages times the man hours required.

*Much of the evaluation will come from landscape design and drawing as well as cost analysis.

*Student Skill 4*

SUBMIT A LABOR CHARGE

Steps

1. List man hours worked
2. List equipment hours used

DEVELOPING A LANDSCAPE PLAN

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# STUDENT ACTIVITIES

## FACTORS AFFECTING LANDSCAPE PLANNING

Uses of landscape: present and future

A. Current uses of landscape:

B. Future uses of landscape:
   1. What type of family needs do you want to plan for?

   2. If you have children and/or pets, will they require any specific design requirements?

Factors of consideration

A. Amount of money available for improvements

B. Amount of time available to work on the project

C. Amount of time available to maintain the project once installed

D. Are there any zoning regulations that will affect use and/or placement of materials?

E. Are there underground utility lines or old pipes that may be in areas where planting will take place?

F. Will building codes affect your choice of plant materials?

G. Will any of your plans affect your neighbors' style of living (i.e., allergic to specific plant material, block their view of existing scenery, affect their landscape layout)?

Plant material choice

A. Do you have any special preferences of plant material?

B. What colors do you want to stress in your future landscape?

C. Is anyone in your family allergic to any types of plant material?

D. Will your location require any special types of screening to insure privacy?

E. Do you have any special needs or desires in your landscape (i.e., attract birds, screen the wind, etc.)?

F. Are the plant materials readily obtainable? Are they hardy to the particular plant zone?

Other questions to ask

A. What are the existing strong points and weak points of your current site?

B. What style of house do you have? How do you plan to incorporate this style into your landscape?

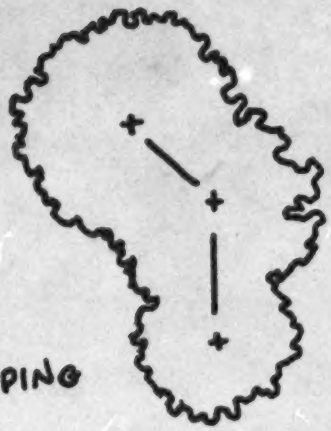
C. Do you have a preference for a certain style of landscape (i.e., formal, Japanese, natural)?

D. Is exterior entrance of your house the focal point of the public area of your house?

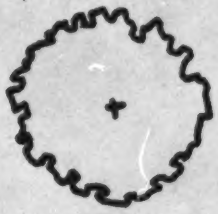
E. Do you have the necessary tools and skills to adequately complete the entire project?

F. Are there any other factors influencing your future landscape plan?

## DECIDUOUS TREES



GROUPING



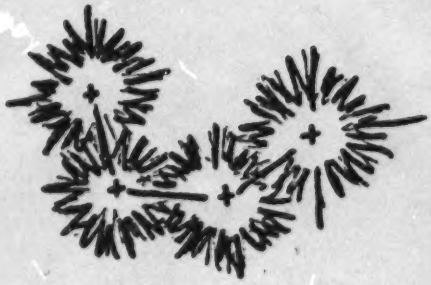
SPECIMEN

MULTI STEM TREES

## EVERGREEN TREES

SPECIMEN

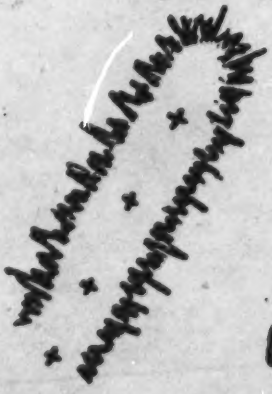
SPECIMEN



GROUPING

## HEDGES

CLIPPED

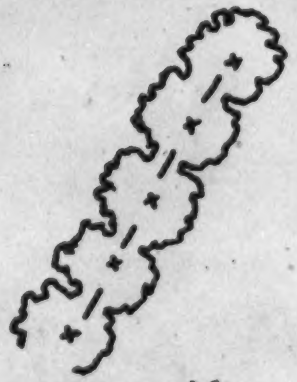


EVERGREEN

DECIDUOUS

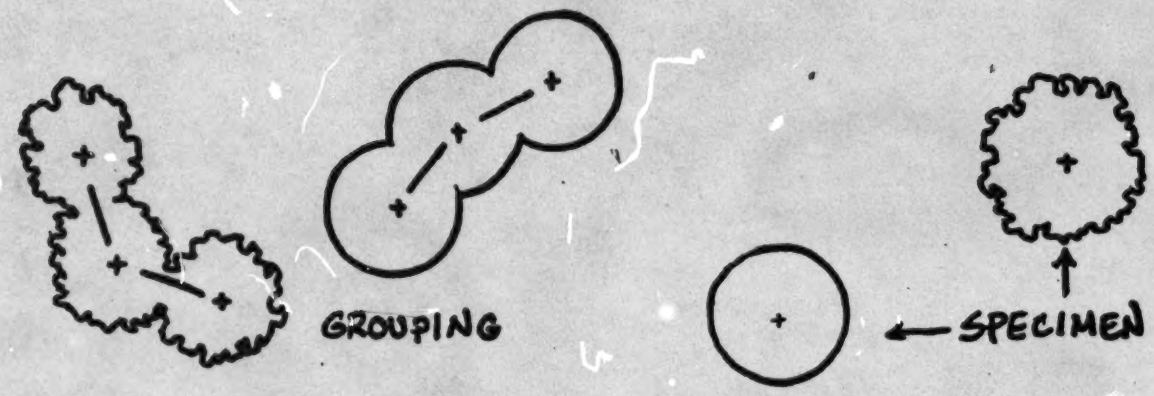
UNCLIPPED

EVERGREEN

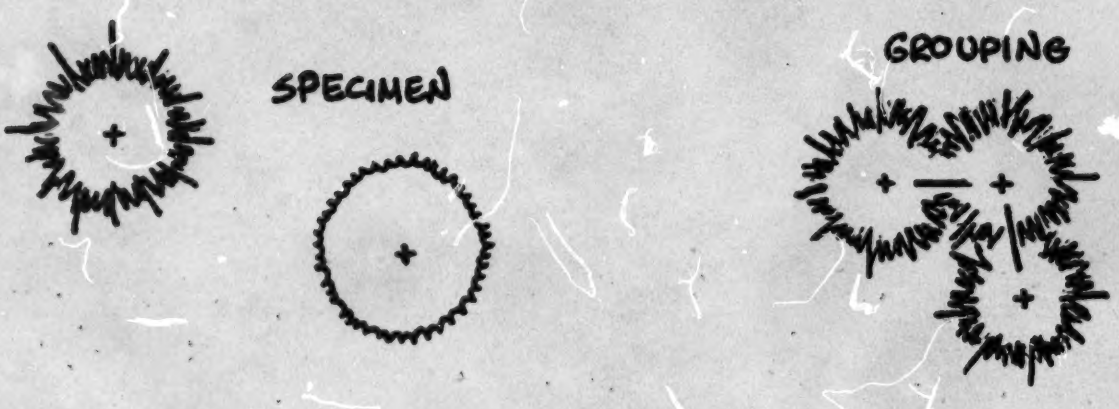


DECIDUOUS

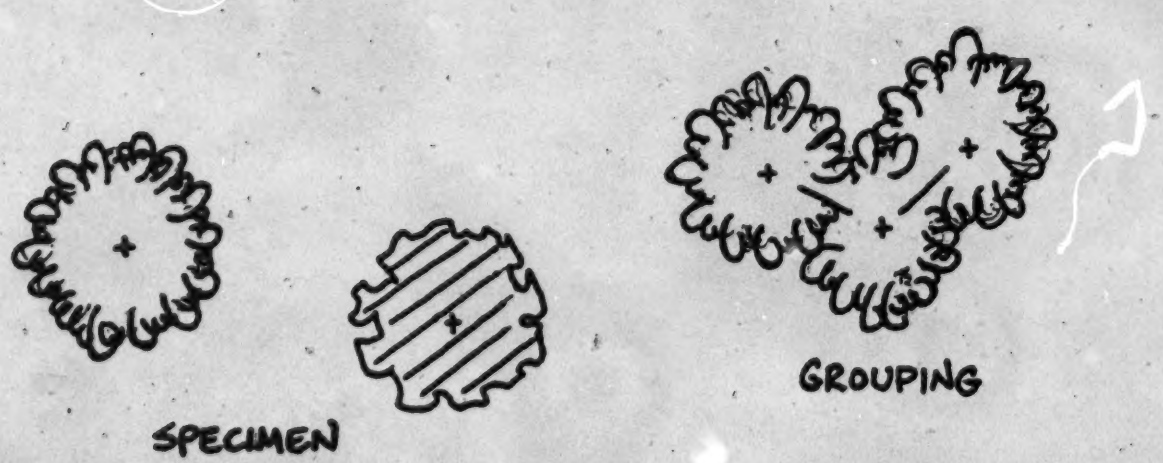
## DECIDUOUS SHRUBS




## EVERGREEN SHRUBS




## BROADLEAF EVERGREENS



## Trees Less Than 35 Feet High

| Common Name | Botanical Name |
|---|---|
| American Hornbeam | Carpinus carolininana |
| Amur Maple | Acer ginnala |
| Carolina Silverbell | Halesia carolina |
| Chinese Elm | Ulmus parvifolia |
| Cornelian Cherry Dogwood | Cornus mas |
| European Hornbeam | Carpinus betulus 'Globosa' |
| Golden Raintree | Koelreuteria paniculata |
| Hawthorn | Crataegus species |
| Hedge Maple | Acer campestre |
| Japnaese Maple | Acer palmatum |
| Tatarian Maple | Acer tataricum |
| Trident Maple | Acer buergerianum |

## Rapidly Growing Trees

### Deciduous

| Common Name | Botanical Name |
|---|---|
| Callery Pear | Pyrus calleryana |
| Eastern Red Oak | Quercus rubra maxima |
| English Elm | Ulmus procera |
| European Larch | Larix decidua |
| Japanese Tree Lilac | Syringa amurensis |
| Japanese Zelkova | Zelkova serrata |
| London Planetree | Platanus acerifolia 'Bloodgood' |
| Red Maple | Acer rubrum |
| Thornless-Seedless Honey Locust | Gleditsia triacanthos inermis cultivars |
| White Ash | Fraxinus americana |

### Evergreens

| Common Name | Botanical Name |
|---|---|
| Austrian Pine | Pinus nigra |
| Norway Spruce | Picea abies |
| Red Pine | Pinus resinosa |
| White Fir | Abies concolor |
| White Pine | Pinus strobus |
| Scotch Pine | Pinus sylvestris |

## Trees That Thrive in Wet Soil

### Deciduous

| Common Name | Botanical Name |
|---|---|
| American Sweetgum | Liquidambar styraciflua |
| Bald Cypress | Taxodium distichum |
| Black Tupelo | Nyssa sylvatica |
| London Planetree | Platanus acerifolia |
| Pin Oak | Quercus palustris |
| Red Maple | Acer rubrum |
| River Birch | Betula nigra |
| Willow Oak | Quercus phellos |

### Evergreens

| Common Name | Botanical Name |
|---|---|
| Arborvitae | Thuja species |
| Hinoki False Cypress | Chamaecyparis obtusa |

## Hardy Shrubs Requiring Dry Locations

| Common Name | Botanical Name |
|---|---|
| Alpine Currant | Ribes alpinum |
| Coralberry | Symphoricarpos vulgaris |
| Fiveleaf Aralia | Acanthopanax sieboldianus |
| Fragrant Sumac | Rhus canadensis |
| Japanese Barberry | Berberis thungergi |
| Jetbead | Rhodotypos scandens |
| Morrow Honeysuckle | Lonicera morrowi |
| Privet | Lingustrum cultivars |
| Russian-olive | Elaeagnus angustifolia |
| Siberian Peashrub | Caragana arborescens |
| Shrubby Cinquefiol | Potentilla fruticosa |
| Tallhedge Buckthorn | Rhamnus frangula 'Tallhedge' |
| Wayfaringtree | Viburnum lantana |

## Hardy Shrubs Requiring Wet Locations

| Common Name | Botanical Name |
|---|---|
| Arrowwood | Viburnum dentatum |
| Bloodtwig Dogwood | Cornus sanguinea |
| Bottlebrush Buckeye | Aesculus parviflora |
| Bushy St. Johnswort | Hypericum densiflorum |
| Canby Downy Viburnum | Viburnum pubescens canbyi |
| Downy Shadblow | Amelanchier candensis |
| European Privet | Ligustrum vulgare |
| Inkberry | Ilex glabra |
| Nannyberry | Viburnum lentago |
| Northern Bayberry | Myrica Pensylvanica |
| Red Chokeberry | Aronia arbutifolia |
| Redosier Dogwood | Cornus stolonifera |
| Siberian Dogwood | Cornus alba 'Sibirica' |
| Spicebush | Lindera benzoin |
| Sweetbay Magnolia | Magnolia virginiana |
| Willow | Salix cultivars |
| Winterberry | Ilex verticillata |
| Withe-rod | Viburnum cassinoidea |

## Hardy Shrubs Requiring Shade

| Common Name | Botanical Name |
|---|---|
| Azalea | Azalea cultivars |
| Bottlebrush Buckeye | Aesculus parviflora |
| Chokeberry | Aronia cultivars |
| Compact Inkberry | Ilex glabra 'Compacta' |
| Coralberry | Symphoricarpos vulgaris |
| Corneliancherry | Cornus mas |
| Drooping Leucothoe | Leucothoe fontanesiana |
| Flowering Dogwood | Cornus florida |
| Glossy Abelia | Abelia grandiflora |
| Goldenbells | Forsythia cultivars |
| Japanese Barberry | Berberis thunbergi |
| Japanese Holly | Ilex crenata cultivars |
| Morrow Honeysuckle | Lonicera morrowi |
| Mountain Andromeda | Pieris floribunda |
| Mountain Currant | Ribes alpinum |
| Mountain-laurel | Kalmia latifolia |
| Oakleaf H. | Hydrangea quercifolia |
| Oregon Hollygrape | Mahonia aquifolium |
| Rhododendrons | Rhododendron cultivars |
| Saint Johnswort | Hypericum cultivars |
| Shadblow | Amelanchier species |
| Snowberry | Symphoricarpos racemosus |
| Tatarian Honeysuckle | Lonicera tatarica |
| Wintercreeper | Euonymus radicans varieties |
| Witchhazel | Hamamelis vernalis |
| most types Viburnum | |

## Hardy Shrubs Requiring Acid Soils (pH 5.5 or below)

| Common Name | Botanical Name |
|---|---|
| Azalea | Azalea cultivars |
| Drooping Leucothoe | Leucothoe fontanesiana |
| Heather | Calluna vulgaris |
| Highbush Blueberry | Vaccinium corymbosum |
| Japanese Pieris | Pieris japonica |
| Mountain-laurel | Kalmia latifolia |
| Redvein Enkianthus | Enkianthus campanulata |
| Rhododendron | Rhododendron species |

## Hardy Shrubs Less Than Four Feet

| Common Name | Botanical Name |
|---|---|
| Alpine Currant | Ribes alpinum |
| Bearberry Cotoneaster | Cotoneaster dammeri |
| Bush Cinquefoil | Potentilla fruticosa |
| Chinese Azalea | Rhododendron mollis |
| Cranberry Cotoneaster | Cotoneaster apiculata |
| Creeping Cotoneaster | Cotoneaster adpressa |
| Crimson Pigmy Barberry | Berberis thunbergi |
| Glossy Abelia | Abelia grandiflora |
| Indian Currant Coralberry | Symphoricarpos orbiculatus |
| Snow Mound Spirea | Spiraea nipponica 'Snow Mound' |

# TREES, SHRUBS, AND VINES APPROPRIATE FOR CITY LANDSCAPE USE

## TREES

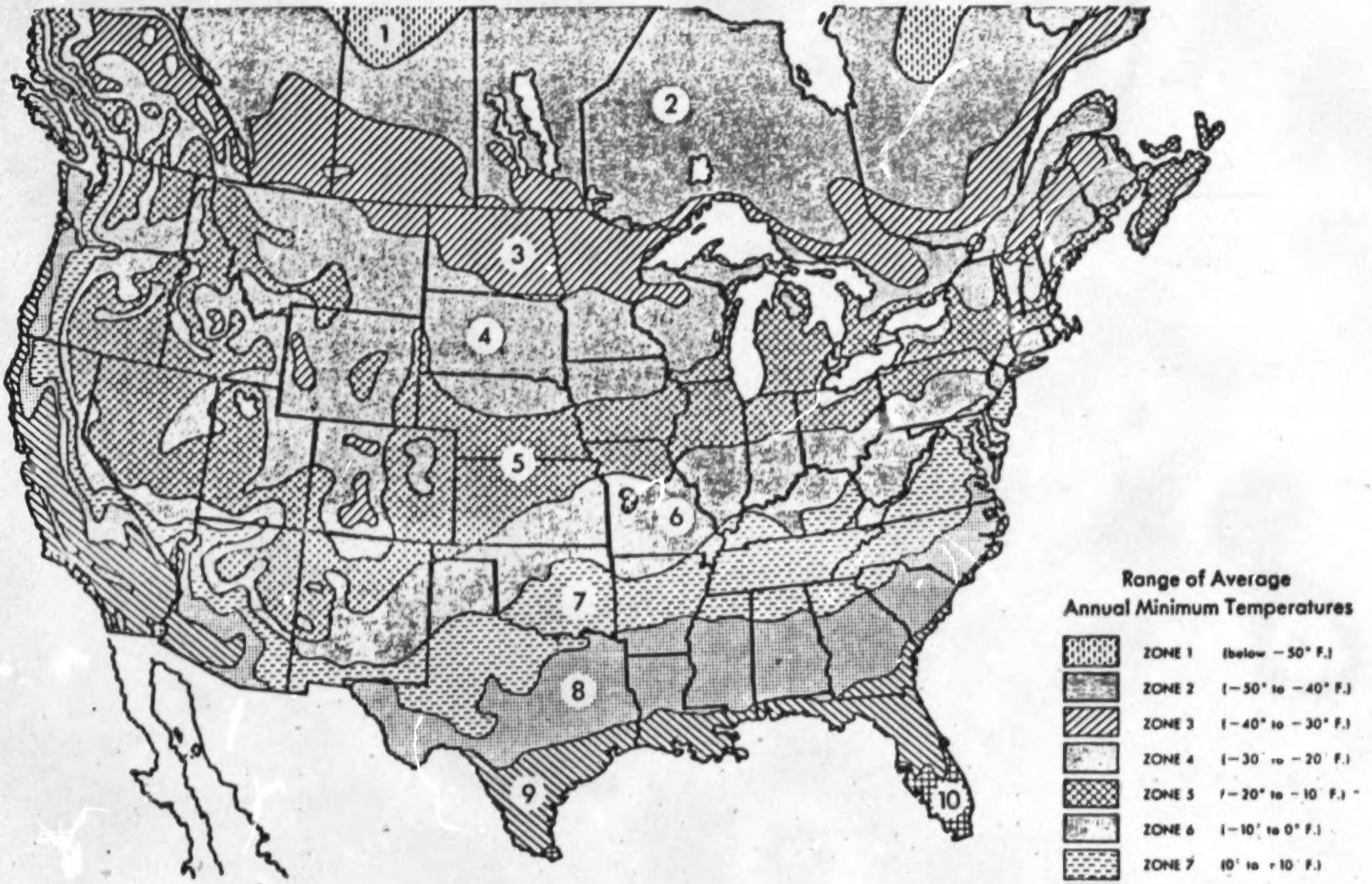
| Common Name | Botanical Name | Hardiness Zone | Height |
|---|---|---|---|
| American Ash | Fraxinus americana | 3 | 50' |
| Amur Maple | Acer ginnala | 3 | 15' |
| Columnar Norway Maple | Acer platanoides 'Columnare' | 3 | 50' |
| European Hackberry | Celtis australis | 7 | 50' |
| Japanese Zelkova | Zelkova serrate 'Village Green' | 5 | 50' |
| Little Leaf Linden | Tilia cordata 'Greenspine' | 3 | 50' |
| London Plane | Platanus acerifolia | 5 | 40' |
| Marshall's Seedless Green Ash | Fraxinus pennsylvanica 'Marshall' | 2 | 50' |
| Norway Maple | Acer platanoides | 3 | 50' |
| Pagoda Tree | Sophora japonica | 4 | 35' |
| Pyramidal Ginkgo | Ginkgo biloba 'Sentry' | 4 | 50' |
| Southern Magnolia | Magnolia grandiflora | 7 | 50' |
| Thornless Honeylocust | Gleditsia triacanthos 'Inermis' | 4 | 40' |

## SHRUBS

| Common Name | Botanical Name | Hardiness Zone | Height |
|---|---|---|---|
| Azaleas | Rhododendron spp. | 7 | 2-8' |
| Bush Cinquefoil | Potentilla fruticosa | 2 | 2-1/2' |
| Camellia | Camellia sasanqua | 7 | 10' |
| Chinese Holly | Ilex cornuta | 7 | 10' |
| Flowering Quince | Chaenomeles lagenaria | 4 | 6' |
| Japanese Holly | Ilex crenata cv. | 5 | 6-1/2-6' |
| Leland Firethorn | Pyracantha coccinea 'Lalandi' | 5 | 8' |
| Forsythia | Forsythia spp. | 4 | 4-8' |

## VINES

| Common Name | Botanical Name | Hardiness Zone |
|---|---|---|
| Boston Ivy | Parthenocissus tricuspidata | 4 |
| Clematis | Clematis spp. | 5 |
| Creeping Fig | Ficus pumila | 8 |
| English Ivy | Hedera helix cv. | 4 |
| Japanese Wisteria | Wisteria floribunda | 5 |




*Zones of Plant Hardiness*

23

24

W. R. Nelson, Landscaping Your Home (Rev. ed.), Urbana, IL: Cooperative Extension Service, Circular 1111, 1975.

## SCORE CARD

Evaluation Check-Off Form For Landscape Prints and Plans
(MAXIMUM SCORE = 100 POINTS)

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

_____ 1. Is the Family Needs list complete?

_____ 2. Has a Site Analysis been completed?

_____ 3. Do the Goose-Egg Sketches conform to family needs and site analysis?

_____ 4. Do the Thumbnail Sketches conform to family needs and site analysis?

_____ 5. Does the rough draft of the landscape plan include data from the sketches?

Has the following criteria of landscape design been met in the final drawing?

_____ 6. View of house framed with plant materials.

_____ 7. Poor design or unsightly objects hidden from view.

_____ 8. Plant groupings of 3 or more trees or shrubs with one being dominant.

_____ 9. Texture, shape, and color are all considered.

_____ 10. The plans are neat, drawn to scale, and centered on the drawing paper.

## DEVELOPING A LANDSCAPE PLAN
## QUIZ

MATCHING: Put the correct letter in front of the number.

A. Herbaceous
B. Shrub
C. Deciduous
D. Perennial
E. Hardiness
F. Evergreen

__B__ 1. dense, short foliage

__C__ 2. leaves fall all at once

__E__ 3. sensitivity to temperature extremes

__F__ 4. retains leaves throughout year

MULTIPLE CHOICE: Put the letter of the best answer in front of the number.

__B__ 5. Which of the following is <u>not</u> a function of trees?
A. shade
B. heat absorption
C. windbreak
D. modification of house appearance

__D__ 6. Trees and shrubs should be located at least
A. one half their width from the house
B. two times their size from the house
C. 10 feet from the house
D. one half their mature width from the house

__D__ 7. "Native plants are best to use" is a true statement because
A. they are less expensive
B. they look better
C. they require less care
D. they live longer

__C__ 8. One way to capture the sun's heat is to
A. construct a west facing wall
B. construct a north facing wall
C. construct a south facing wall
D. none of the above

SHORT ANSWER: Answer the following questions.

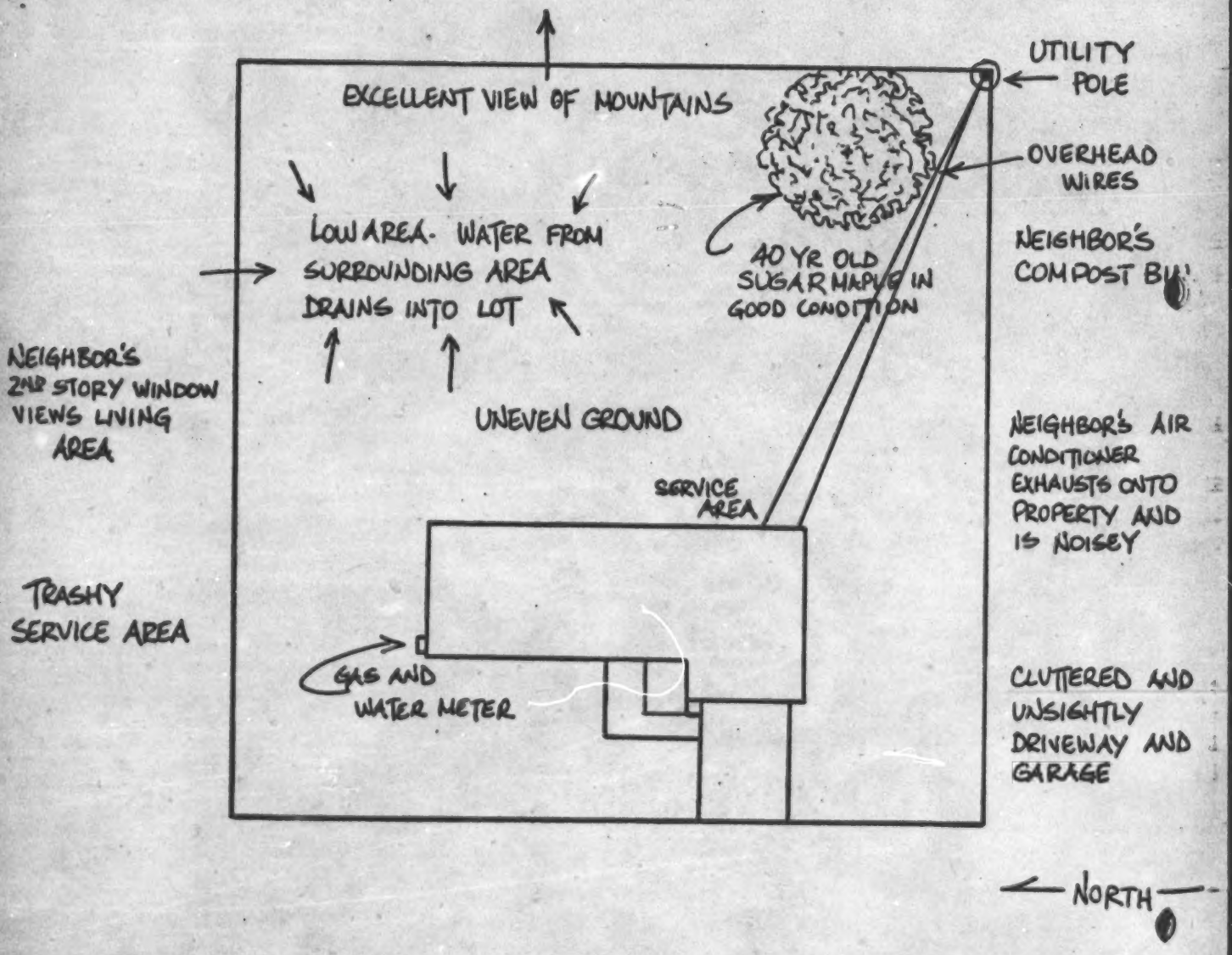
9. What are three family needs that must be established when determining landscape needs?

A. Play area
B. Entertainment area
C. Sport area

10. What are the three major areas to be considered when designing a landscape plan?

A. Public area
B. Living area
C. Service area

# EXAMPLE OF SITE ANALYSIS


EXCELLENT VIEW OF MOUNTAINS
UTILITY POLE
OVERHEAD WIRES
LOW AREA. WATER FROM SURROUNDING AREA DRAINS INTO LOT
40 YR OLD SUGAR MAPLE IN GOOD CONDITION
NEIGHBOR'S COMPOST BIN
NEIGHBOR'S 2ND STORY WINDOW VIEWS LIVING AREA
UNEVEN GROUND
NEIGHBOR'S AIR CONDITIONER EXHAUSTS ONTO PROPERTY AND IS NOISEY
SERVICE AREA
TRASHY SERVICE AREA
GAS AND WATER METER
CLUTTERED AND UNSIGHTLY DRIVEWAY AND GARAGE
NORTH

## EXAMPLE OF SITE ANALYSIS

**Directions:**

1. Draw property lines and outline the house
2. List all of the positive and negative aspects of your site

**Problems:**

Listed on the overhead or A/V handout

**Answers to Problems:**

1. Use plantings to hide unsightly objects.
2. Use plantings to block view of neighbors onto your property.
3. Grade turf area to make it level and functional.
4. Don't use plants that will interfere with good view, or grow into electric or telephone lines.

## DISCUSSION ACTIVITY

1. Look at the front view and the top view of the house. Draw a landscape design for each of the 10 goose eggs. Name the plant materials used.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

2. Justify your design by defending your choice of living materials to be used in each goose egg.

   a.

   b.

   c.

   d.

   e.

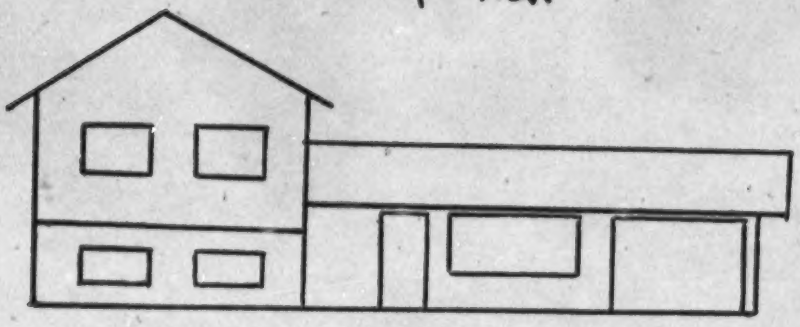
   f.

   g.

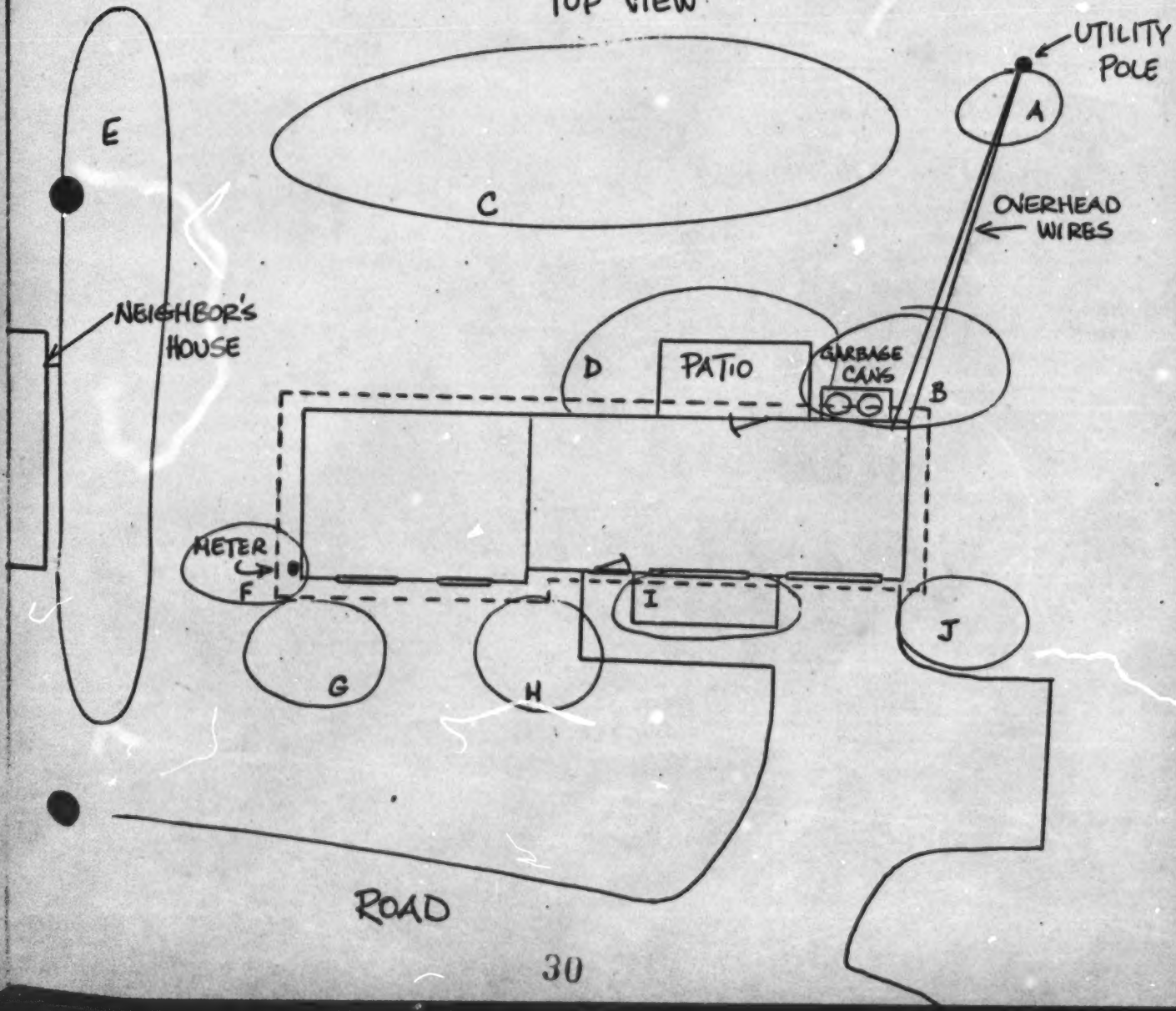
   h.

   i.

FRONT VIEW



TOP VIEW



## DISCUSSION ACTIVITY

### SAMPLE

1. Look at the front view and the top view of the house. Draw a landscape design for each of the 10 goose eggs. Name the plant materials used.

   a. low deciduous shrub

   b. low deciduous shrub

   c. turf

   d. two flowering crab trees

   e. tall honeysuckle bushes

   f. low deciduous shrub

   g. rounded forsythia

   h. rounded forsythia

   i. perennial flowers

   j. rounded forsythia

2. Justify your design by defending your choice of living materials to be used in each goose egg.

   a. can't interfere with utility lines

   b. hide service area

   c. open area for lawn games

   d. shade patio - beautify view from family room in spring

   e. hide family area from neighbor

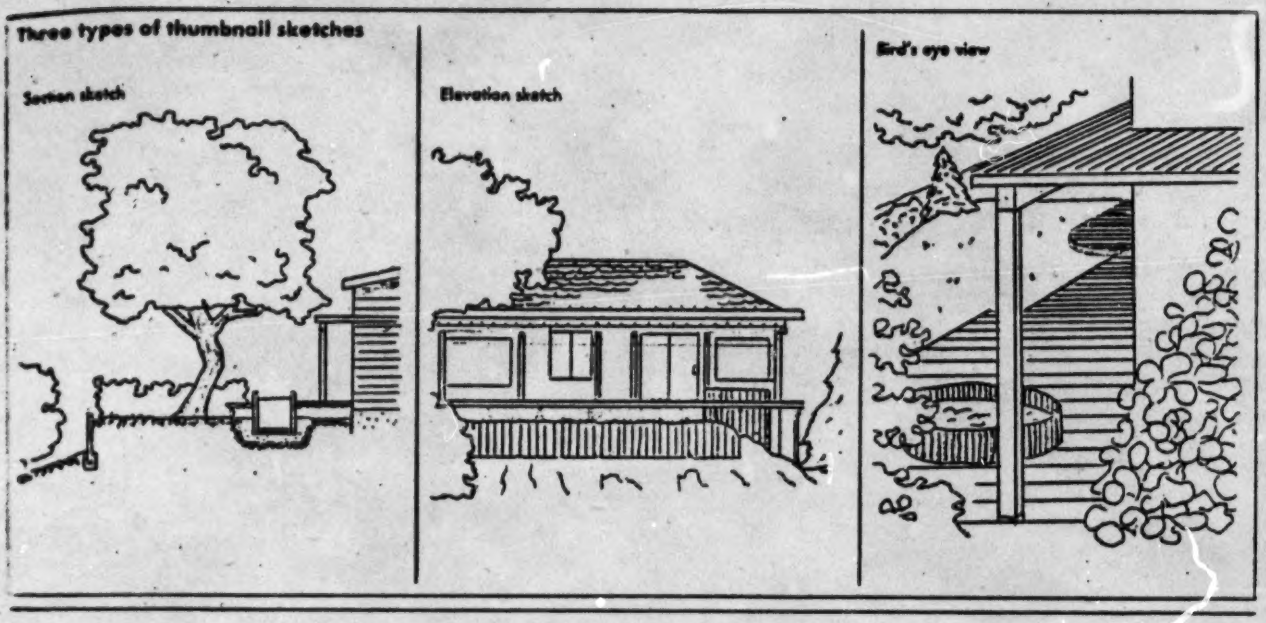
   f. hide meter from public view

   g. round off corner

   h. round off corner

   i. beautify entry

   j. round off corner




As students become more familiar with landscape planning, they may now be asked to draw thumbnail (front view) drawings of their completed designs. Examples are shown above.